DOCUMENT RESUME

ED 182 028 PS 011 181

AUTHOR Martinez, Kenneth A.
TITLE Overview of Four Bilingual-Bicultural CDA Training Programs and Two Bilingual-Bicultural CDA Trainer Programs.
INSTITUTION InterAmerica Research Associates, Washington, D.C.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE 79
CONTRACT 105-79-1005
NOTE 120p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Bilingual Education; *Child Care Workers; Early Childhood Education; Learning Modules; *Multicultural Education; *Performance Based Teacher Education; Pilot Projects; Postsecondary Education; *Preschool Teachers; Spanish Speaking; *Training
IDENTIFIERS *CDA; Child Development Associate

ABSTRACT

This manual describes Bilingual-Bicultural Child Development Associate (CDA) Training and Trainer pilot programs. Chapter I introduces both CDA Bilingual-Bicultural programs and the Head Start strategy for Spanish-speaking children. Chapter II contains a brief description of CDA training. Differences between bilingual-bicultural CDA training and regular CDA training are also discussed. Chapter III contains an overview of the four bilingual-bicultural CDA training pilot projects and the materials that were produced by each. Chapter IV presents an overview of the two bilingual-bicultural CDA trainer pilot programs and materials. Appendices A and B contain detailed descriptions of the products of the training and trainer pilot programs discussed in Chapters III and IV. Sources for obtaining the training models and instructional modules are listed. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182028

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OVERVIEW OF FOUR BILINGUAL-BICULTURAL CDA TRAINING PROJECTS AND TWO BILINGUAL-BICULTURAL CDA TRAINER PROJECTS

(SPANISH/ENGLISH)

1979

ACYF/OHDS/DHEW
HEAD START BUREAU

PS 011181

OVERVIEW OF

FOUR BILINGUAL-BICULTURAL CDA TRAINING PROGRAMS

AND

TWO BILINGUAL-BICULTURAL CDA TRAINER PROGRAMS

Prepared by:

Kenneth A. Martinez, Ed.D.

ACYF/OHDS/DHEW
HEAD START BUREAU

This publication was developed by InterAmerica Research Associates pursuant to Contract No. HEW-105-79-1005, with the United States Department of Health, Education and Welfare, Administration for Children, Youth and Families. Points of view or opinions expressed within do not necessarily reflect the official policy of the funding agency.

Additional information about bilingual-bicultural CDA can be obtained from:

Soledad Arenas, Director
Head Start Strategy for Spanish-speaking Children
Development and Planning Division
Head Start Bureau
Administration for Children, Youth and Families
P.O. Box 1182
Washington, D. C. 20013

PREFACE

This manual reflects the efforts of many individuals who have worked over the last three years to design and implement the Bilingual-Bicultural CDA Training and Trainer pilot programs described herein.

Special credit goes to Judith Ramirez for authoring Chapter II and for providing valuable assistance in the preparation of the manual. Appreciation is due to additional members of the Advisory Panel to the Head Start Strategy for Spanish-Speaking Children for their advice: Maria Rivas, Ernest Bernal, and Josué Cruz. Special appreciation is also due to ACYF staff who reviewed drafts of the manual, and especially to Soledad Arenas, Director, Head Start Strategy for Spanish-Speaking Children, for her patience and guidance.

Finally, appreciation is extended to InterAmerica staff who assisted in editing and preparing the manual: Greg Hurd: editor; Josephine Ramirez: manuscript preparation; Joy Erikson: manuscript preparation; and Jeanie Wulfkuhle: graphics.

The information presented in this manual is based on pilot programs conducted by Contracting Corporation of America, Texas Department of Community Affairs, Metropolitan State College, Our Lady of the Lake University, Rutgers University, and Texas A&I University.

Kenneth A. Martinez, Director
Support Contract

TABLE OF CONTENTS

Page No.

CHAPTER I: Introduction to Bilingual/Bicultural CDA Training/Trainer Programs. 1

CHAPTER II: CDA and Bilingual-Bicultural CDA 7

CHAPTER III: Bilingual-Bicultural CDA Training Projects 13

CHAPTER IV: Bilingual-Bicultural Trainer Projects. . . 22

APPENDIX A: Bilingual-Bicultural CDA Training Program Products 32

APPENDIX B: Bilingual-Bicultural CDA Trainer Products 55

TABLE 1: CDA Bilingual-Bicultural Training Materials Developed by Pilot Programs 17

TABLE 2: Bilingual-Bicultural CDA Trainer Materials Developed by Pilot Projects. 25

CHAPTER I

INTRODUCTION

OVERVIEW OF CDA BILINGUAL-BICULTURAL PROGRAMS

Since its inception, Head Start has made an effort to recruit residents of the local community to staff programs. While Head Start employs Spanish-speaking teachers, aides, and non-classroom staff, many of the classroom personnel are not trained in early education or child development, and very few are trained in bilingual-bicultural educational philosophy and teaching methods. Up to 1975, limited training was available in preschool bilingual-bicultural education.

In order to provide needed bilingual-bicultural child care staff, ACYF funded four competency-based bilingual-bicultural CDA training programs. Training included principles of child development and early childhood education as well as teaching methods for working with bilingual-multicultural children.

In addition, in response to a lack of bilingual-bicultural personnel and teaching methods available to train bilingual-bicultural Head Start staff, ACYF also funded two bilingual-bicultural CDA Trainer programs. Through these programs trainers acquired the knowledge and skills necessary to train Head Start staff on the CDA competencies.

Products of both of these training efforts included instructional modules that could be used to replicate similar training. A description of these modules will be presented in a later chapter of this manual.

OVERVIEW OF HEAD START STRATEGY FOR SPANISH-SPEAKING CHILDREN

In its Performance Standards for Head Start Programs, promulgated in FY 1975, the Administration for Children, Youth and Families (ACYF) made a commitment

to serve all children, and recognized the special needs of Spanish-speaking children. However, there were obstacles to meeting these needs: (1) bilingual-bicultural staff trained in the field of bilingual-bicultural early childhood education was limited; (2) curricular material designed for meeting the needs of bilingual-bicultural children was scarce, and mechanisms for disseminating existing curricular materials were not available; (3) support resources for implementation of bilingual-bicultural programs had not been established; (4) limited literature and research regarding the cognitive and socio-emotional development of preschool bilingual children was available; and (5) there was limited knowledge and expertise on how to implement a sound bilingual-bicultural preschool program.

The initial planning on how to develop a capacity for Head Start to overcome these obstacles began in 1974. On the basis of data that was gathered and input from persons with expertise and experience in programs for bilingual children, there was a consensus that children from Spanish-speaking homes enter Head Start with: (1) varying degrees of language proficiency in English and Spanish, often speaking only Spanish; (2) different sets of values and socialization patterns; and (3) different sets of references and learning styles.

In 1975, ACYF initiated a new bilingual-bicultural effort which focused on these charactertics. This new effort was in line with Head Start's philosophy of initiating approaches that address the overall development of the child and the individualization of services to meet special needs of children. These approaches were designed to serve Spanish-speaking Head Start children; however, it was felt that this new bilingual-bicultural early childhood effort could also be adapted to serve children in day care centers, nursery schools, or other child care programs.

In conceptualizing these approaches, ACYF recognized the necessity for providing a sound developmental environment for Spanish-speaking children. Therefore, in response to this need, four areas considered essential for building Head Start's capacity to implement sound bilingual-bicultural programs were initiated through the implementation of Head Start's Strategy for Spanish-speaking Children:

A. Curriculum Development
B. Research
C. Resource Network
D. Staff Training

The Staff Training area has already been discussed. Following is a brief overview of the other three areas:

Curriculum Development

In 1975, preschool materials for bilingual-bicultural children were scarce. Through the Strategy, ACYF's goal was to develop curricular approaches that provided instruction in two languages, permitted individualization according to a child's language needs in Spanish and English, and incorporated multicultural references that facilitated cognitive and social growth. The curriculum development effort was based on the assumption that experiences provided for children whose primary language is other than English must be the language they know best. In order to provide such experiences for Spanish-speaking preschool-aged children, it was necessary to develop bilingual-multicultural preschool curriculum models.

In FY 1976, ACYF began supporting the development of four curriculum models. Each model was to address the basic concepts of child development and the language and cultural needs of Spanish-speaking children. These models were to be based on sound theoretical knowledge; embody a distinct approach to

education consistent with child development; be acceptable to professional and ethnic communities; adhere to the Head Start philosophy as outlined in the Head Start Performance Standards; and be sufficiently flexible and adaptable for use in multicultural settings. These four models have been completed and should be ready for dissemination by Fall 1979.

Research

In the past, few preschool studies included children from Spanish-speaking families. Consequently, research which addressed the environmental factors that influenced the development (including cognition and the acquisition of skills and knowledge) of Spanish-speaking children was limited.

In 1976, ACYF funded several research projects in these areas.

Resource Network

A National Bilingual-Multicultural Resource Network (NBN) has been established with centers in regions with high concentrations of Spanish-speaking families. This network was developed in response to the pressing need for assistance to Head Start programs in implementing bilingual-multicultural concepts. The network also provides access to bilingual-multicultural materials, and assistance to selected programs in implementing one of the four bilingual-bicultural curriculum models referred to above. The center in Region VIII was funded as a pilot in 1976, three additional centers were opened in Region II, VI and IX in 1978.

PURPOSE OF THE MANUAL

The purpose of this manual is to provide an overview of the four Bilingual-Bicultural CDA Training and two Bilingual-Bicultural CDA Trainer programs and

their products. The training models are available through the following sources:

National Bilingual-Multicultural Research Network Centers:

Region II: Teachers College
Columbia University
525 West 120th Street
New York, New York 10027
(212) 678-3429

Region III: Intercultural Development Research Associates
5835 Callaghan Road
San Antonio, Texas 78228
(512) 684-8190

Region VIII: InterAmerica Research Associates
910 6th Street - Suite 722
Denver, Colorado 80202
(303) 534-1290

Region IX: Development Associates
693 Sutter Street - 3rd Floor
San Francisco, California 94102
(415) 766-0120

Clearinghouses: College of Education
Educational Resource Information Center/
Early Childhood Education
University of Illinois at Urbana-Champaign
305 West Pennsylvania
Urbana, Illinois 61801

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard - Suite 802
Rosslyn, Virginia 22209
(800) 330-4560 - toll free

ACYF: Soledad Arenas, Director
Head Start Strategy for Spanish-speaking Children
Development and Planning Division
Head Start Bureau
Administration for Children, Youth and Families
P. O. Box 1182
Washington, D.C. 20013

The instructional modules to be described in the following chapters are to be available through ACYF Bilingual-Multicultural Resource Network centers as well as through the Clearinghouses listed.

ORGANIZATION OF MANUAL

The manual is organized into the following chapters and appendices:

Chapter II: Description of CDA and Bilingual-Bicultural CDA

This chapter contains a brief description of what CDA training is. Also discussed is how bilingual-bicultural CDA training differs from regular CDA training.

Chapter III: Bilingual-Bicultural CDA Training Projects

This chapter contains an overview of the four Bilingual-Bicultural CDA Training pilot projects and the materials that were produced by each.

Chapter IV: Bilingual-Bicultural Trainer Projects

This chapter contains an overview of the two Bilingual-Bicultural CDA Trainer pilot programs and their materials.

Appendix A: Bilingual-Bicultural CDA Training Program Products, and

Appendix B: Bilingual-Bicultural CDA Trainer Products

These Appendices contain more in-depth descriptions of the products of the training and trainer pilot programs that are found in Chapters III and IV.

CHAPTER II

CDA AND BILINGUAL-BICULTURAL CDA

OVERVIEW

Initiated in 1971, the Child Development Associate (CDA) program is a nationwide program which embodies a new concept for career preparation and credentialing of child care staff. Its basic thrust is to provide high quality training for classroom staff, thus improving the quality of preschool programs for children.

From the outset, the CDA program has been made up of three components: 1) competencies, 2) training, and 3) an assessment and credentialing system. As a result of the Head Start Strategy for Spanish-speaking Children, the CDA program has been expanded to include competencies, training, and an assessment and credentialing system for Bilingual-Bicultural Child Development Associates.[1]

A description of the three components of the CDA program, with specific reference to the preparation and certification of Bilingual-Bicultural Child Development Associates is provided below.

---

1. A Bilingual-Bicultural Child Development Associate is an individual able to meet the specific needs of a group of children in a bilingual-bicultural child development setting, in which two languages and two cultures are acknowledged and used to help promote the child's physical, social, emotional and intellectual growth, by establishing and maintaining productive relations between parents and the child development center. (Bilingual-Bicultural Competency Standards for Local Assessment Team, CDA Consortium, 1979.)

THE CDA COMPETENCIES

The CDA competencies are the substantive foundation for both training and credentialing of Child Development Associates. The competencies are written in general terms so that each training program can supply the specific experiences that are most appropriate for the particular needs of trainees and children in any given program.

The competencies are grouped into the following six broad categories:

1. Setting up a safe and healthy learning environment;
2. Advancing physical and intellectual competence;
3. Building positive self-concept and individual strength;
4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment;
5. Bringing about optimal coordination of home and center child-rearing practices and experiences; and
6. Carrying out supplementary responsibilities related to the children's programs.

Persons seeking credentialing as a Bilingual-Bicultural Child Development Associate are required to demonstrate knowledge and skills related to two additional competencies:

7. Comprehending and communicating with children and adults in both Spanish and English, and
8. Supporting the child's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

Each Child Development Associate must acquire numerous specific skills and abilities within each competency category.

CDA TRAINING

The obvious, if difficult, aim of CDA training is to help trainees incorporate the CDA competencies into their everyday behavior and thus become

recognized Child Development Associates. This implies a process of professional self-development in which both trainee and trainer are working together to help the trainee master the competencies. In addition to acquiring the competencies, there are four overreaching goals which relate to status and advancement in the early childhood education profession. Some training activities will not relate directly to the competencies but instead to these objectives:

1. Acquisition of the CDA role is directed toward helping trainees to develop positive concepts of their own work roles; positive interrelationships with parents, program directors, medical and social workers, other staff members, and community groups; and to examine the expectations held for them by others.

2. Development of a teaching style is directed toward helping trainees understand and refine their own interpersonal styles in relating to children, parents, colleagues and others.

3. Acquisition of teaching techniques involves the acquisition of specific techniques and skills in working with children in classrooms and other group settings. (This goal is directly related to acquisition of the CDA Competencies.)

4. Socialization into the profession is aimed at helping trainees acquire a broad background in the field of Early Childhood Education and the social issues associated with programs for young children and helping trainees acquire a professional self-image, commitment to the field, and a sense of involvement in professional groups and activities. (A trainee's work with children is evaluated and a plan for training developed that has at least some components that are individualized according to the individual trainee's previous experience and expertise. Interim evaluations are made as training progresses, and counseling is provided until both trainee and trainer decide that the trainee has acquired the CDA competencies and is ready to apply for assessment for the CDA Credential.)

5. Training is flexibly scheduled so that the length of the training program depends upon each trainee's acquisition of the CDA competencies.

6. Wherever possible, valid college credit accompanies CDA training.

Bilingual-bicultural CDA training programs share the above objectives and characteristics, with particular concern for and emphasis on trainees'

acquisition of the competencies needed in order to work effectively with Spanish-speaking children and their families. Although each CDA training program is expected to be somewhat unique in its organizational pattern and approach to training, all are expected to share the following characteristics:

1. Training is based upon acquisition of the CDA competencies. Each component of the training program relates to the development of specific competencies. The entire training program ultimately leads to the attainment of all of the CDA competencies.

2. A minimum of 50% of the trainee's total training time is spent in supervised field work.

3. Training is organized so that academic and field work are an integrated set of experiences.

4. Training is individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies (e.g., upon entry.)

THE BILINGUAL-BICULTURAL CDA ASSESSMENT AND CREDENTIALING SYSTEM

The Child Development Associate Consortium was established in 1973 to develop and implement a performance-based system for assessing and credentialing individuals able to demonstrate the CDA competencies.[2] A modified assessment and credentialing system incorporating the two bilingual-bicultural competency categories was developed in 1977, and the first bilingual-bicultural CDA credential awarded in 1978.

The core of the Consortium's CDA credentialing process is the Credentialing Assessment System (CAS). The CAS consists of six basic phases or stages. In summary, they are:

---

2. Details concerning CDA and Bilingual-Bicultural CDA Assessment and Credentialing may be obtained from:
The CDA Consortium
Southern Building-Suite 500
805 Fifteenth Street, N.W.
Washington, D.C. 20005
(800) 424-5110

1. Pre-Entry Process: The Consortium provides information about the CDA credential to any person, institution or agency requesting it. Any interested individual may submit an Enrollment Form to the Consoritum. If eligible, that individual is sent an application package by the Consortium. In order to complete the application form, the individual chooses two members of the Local Assessment Team (LAT).

2. Intake and Initial Assessment Activity: The Consortium receives application materials form potential candidates. If the application meets eligibility requirements, the application is accepted and the individual becomes a CDA Candidate. The Consortium then sends instructions and materials to the Candidate, so that s/he and the other two LAT members may begin to collect assessment data.

3. Candidate Readiness: When LAT members have completed their assignments, they notify the Consortium. The Consortium then assigns the fourth member to the Local Assessment Team, the Consortium Representative.

4. Team Assessment: The CDA Consortium Representative observes and interivews the Candidate. Then the entire assessment team meets to study and discuss the collected materials about the Candidate. The meeting concludes with a recommendation to the CDA Consortium either to award or to deny the credential.

5. Award: The Consortium reviews the Local Assessment Team recommendation and examines the assessment materials. If the LAT recommends awarding the credential, and the materials are properly completed, and if there is verification that the procedures have been followed, the Consoritum ratifies the LAT's recommendation and awards the CDA credential. If the LAT recommendation is to deny the credential, the CDAC formally notifies the Candidate of the denial.

6. Post-Award Activity: Follow-up activities in this phase include the recording of credentialed CDA's on an official roster.

All members of the Local Assessment Team receive a copy of CDA Competency Standards for use in assessing a CDA Candidate. The Competency Standards for a Bilingual-Bicultural CDA Credential have been written so as to include bilingual-bicultural concerns throughout the six competency areas discussed earlier (see CDA Competencies). Thus, for example, in assessing a candidate's competence on "setting up a safe and healthy learning environment" the Local Assessment Team looks for evidence that the candidate "supplies materials

which help the bilingual-bicultural child relate to familiar everyday models, and compare and contrast new models to familiar ones".[3]

In addition, candidates for a Bilingual-Bicultural CDA Credential "must have a working knowledge of both Spanish and English" and must be observed working with children in a Spanish-English bilingual-bicultural group setting in which "both Spanish and English are used consistently and both cultures are integrated into all daily activities".[4]

SUMMARY

The Bilingual-Bicultural CDA program includes three components: 1) competencies, 2) training, and 3) an assessment and credentialing system. Each component addresses a specific aspect of the national concern for providing high quality programs for Spanish-speaking preschoolers.

---

3. Bilingual-Bicultural Competency Standards, CDA Consoritum, Washington, D.C., 1979.

4. CDA Newsletter, Summer, 1979.

CHAPTER III

BILINGUAL-BICULTURAL CDA TRAINING PROJECTS

OVERVIEW OF PILOT EFFORT

The guidelines used to develop the Bilingual-Bicultural CDA Training Programs are summarized below.[5]

The CDA Bilingual-Bicultural Training Program was designed to prepare child care specialists who can assume primary responsibility for the daily activities of programs which include Spanish-speaking preschool children. The goal of the training was "to foster acquisition of the CDA competencies". Personnel who received this training were to be able to:

- -respond to learning and developmental needs of all children as well as
- -respond in particular to special linguistic affective and cognitive needs of Spanish-speaking preschool children.

The following four general objectives were established for the CDA Bilingual-Bicultural Training program:

1. To help trainees;

   (a) develop positive attitudes toward their work roles,

   (b) develop positive interrelationships with others providing services to preschool children such as parents, directors, medical and social workers, community groups as well as other staff,

---

5. OHD/OCD/USDHEW, Guidelines for Bilingual/Bicultural CDA Training Program May, 1975.

(c) Examine the expectations held for them by others.

2. To help trainees understand and refine their own interpersonal styles in relating to bilingual-bicultural children, parents, colleagues and others.

3. To help trainees acquire the specific techniques and skills needed to work with bilingual-bicultural children in classrooms and other group settings, including special techniques and skills for working with bilingual-bicultural children.

4. To help trainees;

(a) acquire a broad background in;
-the field of early childhood education, and
-the social issues associated with programs for young children, and,

(b) acquire a positive professional self-image and commitment to the field and a sense of involvement in professional groups and activities.

Training could have been sponsored and/or delivered by a variety of institutions and/or groups as long as they met the standards set forth in the "Guidelines".

Following is a list of requirements that organizations, institutions and/or agencies had to meet.

1. The training provider had to reflect a non-discriminatory policy vis-a-vis, ethnicity and sex in accordance with HEW policy.

2. The training provider had to have the resources, personnel and materials, to conduct bilingual-bicultural CDA training.

3. The training program had to meet the local needs of the areas which it served.

4. The training provider had to establish an evaluation plan for CDA trainees which provided for:

(a) Initial and on-going evaluation during training by:
(1) Program staff
(2) Self-evaluation of trainees

(b) Assessment by the Consortium for the CDA credential.

5. Training provider had to establish an evaluation plan for their training programs.

6. Training providers had to submit a comprehensive training plan. Each training program had to include a sequence of coordinated Field, Academic and Community training experiences as follows:

Field Experience

The preschool program where field experiences were to take place had to enroll at least 50% bilingual-bicultural children and had to be using bilingual-bicultural instructional methods and materials and staff.

Academic Experience

Academic experience had to be integrated with field experiences and had to involve instruction that promoted the acquisition of the six core CDA competencies and two additional competencies required of trainees working with bilingual-bicultural children. The mode of instruction could vary from formal courses to independent study and experimental programs.

Community Experience

Community experiences had to include activities that would prepare trainees to use community resources for early childhood program development and implementation.

Training could differ from training program to training program; however, each program had to contain the following:

1. Individualization to accommodate trainees' level of entry into program.
2. Supervised field experiences (50% of total training time).
3. Training components which included an initial entry assessment, a supervisory system, as well as personal and professional counseling.

In addition, training programs were encouraged to establish a board consisting of members of community groups in those areas being served by the programs in which trainees were employed. Recommended members included:

-parents of preschool children,
-CDA trainees, and
-representatives from interested community or agencies.

The role suggested for this board was to review the overall training program and to make recommendation for changes. At least 50% of the board was to be made up of members from the bilingual-bicultural community.

PRODUCTS OF PILOT EFFORT

Products of the four pilot programs included a set of written materials (modules) designed to facilitate replication of the training models. A listing of these materials arranged by CDA competency areas is presented in Table 1 on the following pages. The following numerical code is used to identify the six core CDA competencies and the two additional bilingual-bicultural competencies.

1 = Setting Up and Maintaining a Safe and Healthy Environment

2 = Advancing Physical and Intellectual Competence

3 = Building Positive Self-Concept and Individual Strength

4 = Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment

5 = Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

6 = Carrying Out Supplementary Responsibilities Related to The Children's Program

7 = Comprehending and Communicating With Children and Adults in Both Spanish and English

8 = Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral part of the Daily Program and Supplemental Activities

A more detailed description of the materials listed in Table 1 appears in Appendix A.

TABLE 1

CDA BILINGUAL-BICULTURAL TRAINING MATERIALS
DEVELOPED BY PILOT PROGRAMS

CDA Competency	Metropolitan State College	Our Lady of The Lake University	Texas A&I University	Rutgers University
Setting Up and Maintaining a Safe and Healthy Environment	Phase I, Unit II: Definition, and Research in Child Growth and Development and Early Childhood Education Phase I, Unit V: Observing and Managing: The Learning Environment, The Individual Child and the Total Group. Phase I, Unit VI: Early Childhood Education Models. Phase I, Unit VII: Mainstreaming and The Young, Exceptional Child.	Module IV: Creating a Bilingual-Bicultural Learning Environment for Young Children. Module X: Setting the Stage For Effective Learning in a Bilingual-Multicultural Environment. Module XI: Teachers Planning and Working With Parents From a Bilingual-Multicultural Community. Module XIV: Teaching Concepts to Young Children Through Cultural Cooking Experiences.	Book A, Modules 1,2,3 and 4: Setting Up A Safe and Healthy Learning Environment	Volume 2 (Module 7): Competency Learning Modules; Maintaining A Safe and Healthy Environment.
Advancing Physical and Intellectual Competence	Phase I, Unit II: Definition, History and Research in Child Growth and Development and Early Childhood Education. Phase I, Unit III: Learning Theories and Personality Development. Phase I, Unit IV: Unit and Lesson Plan Development. Phase I, Unit VII: Mainstreaming and The Young, Exceptional Child. Phase III: Integration of Early Childhood and Bilingual-Bicultural Education.	Module I: Learning to Observe Young Children in a Bilingual-Multicultural Environment. Module III: Planning Effectively For Young Children in a Bilingual-Multicultural Environment. Module IV: Creating a Bilingual-Bicultural Learning Environment For Young Children. Module VI: Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. Module VII: Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment	Book B, Modules 5,6,7,8,9,10, 11 and 12: Advancing Physical and Intellectual Competence in Young Children.	Volume 3 (Module 8): Competency Learning Modules; Advancing Physical Self-Concept and Individual Strength.

CDA Competency	Metropolitan State College	Our Lady of The Lake University	Texas A&I University	Rutgers University
Advancing Physical and Intellectual Competence (cont'd)		Module VIII: Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment Module XII: Juegos-Cuentos-Cantos y Rimas. Module XIII: Artesanias Mexico-Americanas. Module XIV: Teaching Concepts To Young Children Through Cultural Cooking Experiences. Module XVI: Helping Young Children Develop A Positive Self-Concept.		
Building Positive Self-Concept and Individual Strength	Phase I, Unit II: Definition, History and Research in Child Growth and Development and Early Childhood Education. Phase I, Unit III: Learning Theories and Personality Development. Phase I, Unit IV: Unit and Lesson Plan Development. Phase I, Unit VII: Mainstreaming and The Young, Exceptional Child. Phase III: Integration of Early Childhood and Bilingual-Bicultural Education.	Module I: Learning to Observe Young Children in A Bilingual-Multicultural Environment. Module II: Getting to Know and Like Myself Better. Module III: Planninn Effectively For Young Children in a Bilingual-Multicultural Environment. Module IX: Helping Young Children Develop Self-Help Skills in A Bilingual-Multicultural Environment.	Book C, Modules 13 and 14: Building Positive Self Concept and Individual Strength in Young Children.	Volume 4, Module 9: Competency Learning Modules; Building Positive Self-Concept and Individual Strengtn.

TABLE I, page 3

CDA Competency	Metropolitan State College	Our Lady of The Lake University	Texas A&I University	Rutgers University
Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment	Phase I, Unit II: Definition, History and Research in Child Growth and Development and Early Childhood Education. Phase I, Unit V: Observing and Managing: The Learning Environment, The Individual Child, and the Total Group Phase I, Unit VI: Early Childhood Education Models. Phase I, Unit VII: Mainstreaming and The Young, Exceptional Child. Phase III: Integration of Early Childhood and Bilingual-Bicultural Education.	Module III: Planning Effectively For Young Children in a Bilingual-Multicultural Environment. Module IV: Creating a Bilingual-Bicultural Learning Environment For Young Children. Module V: Helping Young Children Develop Social Skills in A Bilingual Multicultural Environemnt. Module X: Setting the Stage For Effective Learning in A Bilingual-Multicultural Environment.	Book D, Modules 15 and 16: Promoting Positive Functioning of Children and Adults in A Group Environment.	Volume 4 (Module 10): Competency Learning Modules; Organizing and Sustaining the Positive Functioning of Children and Adults in a Group Learning Environment.
Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations	Phase I, Unit II: Definition, History and Research in Child Growth and Development and Early Childhood Education. Phase I, Unit V: Observing and Managing: The Learning Environment, The Individual Child, and The Total Group.	Module XI: Teacher Planning and Working With Parents From a Bilingual-Multicultural Community.	Book E, Module 17: Coordinating Home and Center Child-Rearing Practices and Expectations.	Volume 4 (Module 11): Competency Learning Modules; Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations.
Carrying Out Supplementary Responsibilities Related to The Children's Program	Phase I, Unit VII: Mainstreaming and The Young, Exceptional Child.	Module XV: Supplementary Administrative Responsibilities of Staff Working in A Bilingual-Multicultural Environment.		

CDA Competency	Metropolitan State College	Our Lady of The Lake University	Texas A&I University	Rutgers University
Comprehending and Communicating With Children and Adults in Both Spanish and English	Phase I, Unit V: Observing and Managing: The Learning Environment, The Individual Child, and The Total Group. Phase III: Integration of Early Childhood and Bilingual-Bicultural Education.	All Modules	All Modules "Both Universities incorporated this competency into 6 core competencies."	Volume 5 (Module 12): Competency Learning Modules; Comprehending and Communicating With Children and Adults in Spanish and English.
Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities	Phase I, Unit V: Observing and Managing: The Learning Environment, The Individual Child, and The Total Group. Phase II: The Cultural Experience-La Experiencia Cultural. Phase III: Integration of Early Childhood and Bilingual-Bicultural Education.	All Modules "Both Universities incorporated this competency into 6 core competencies."	All Modules	Volume 6 (Module 13): Competency Learning Modules; Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities.

CONCLUSIONS

The relative success of the four training programs is evidenced by the fact that 73% of the trainees who participated in the project received the CDA credential and an additional 20% were registered with the CDA Consortium for assessments.[6] Further evidence of the success of the programs is in the extent to which the projects were able to impact the institutions operating them. None of the institutions indicated the programs were being integrated, as developed, into their existing curricula. However, each did indicate an "intent" to incorporate portions of the CDA courses and training materials, developed specifically for this project, into their instructional programs. A follow-up survey of the institutions revealed that three of the four institutions have incorporated some of the CDA courses developed specifically for this project into their regular curricula.

Though each institution used a somewhat different approach, each was able to develop a CDA bilingual-bicultural training program that could be replicated.

---

6. Information obtained from the contractors by phone, June, 1979.

CHAPTER IV

BILINGUAL-BICULTURAL CDA TRAINER PROJECTS

OVERVIEW OF PILOT EFFORT

In 1976, ACYF, as part of the Head Start Strategy for Spanish-speaking Children, initiated two bilingual-bicultural Child Development Associate CDA Trainer projects. The goal of the training programs was the preparation of trainers of bilingual-bicultural trainees. The thrust of this training effort was to provide high quality training to these CDA trainers in order to improve the teaching methodologies of CDAs in preschool programs serving Spanish-speaking children. These projects were to be replicable by and applicable to other Head Start and child development settings and language groups.

The objectives of the training programs were:

1. To develop, complete and refine a replicable model for training bilingual-bicultural CDA trainers.

2. To train bilingual-bicultural CDA trainers who demonstrated the ability to:

   (a) Train CDA candidates to demonstrate the core CDA competencies, plus those additional competencies necessary for working with Spanish-speaking children.

   (b) Assess bilingual-bicultural preschool programs and train others to do this.

   (c) Develop and implement bilingual-bicultural preschool programs, and assist others to do this.

   (d) Provide leadership in improving the education of Spanish-speaking preschool children.

3. To provide valid college credit for the CDA trainers who have undergone training.

MATERIALS DEVELOPED BY PILOT EFFORT

Products of the two Bilingual-Bicultural CDA Trainers' projects included a set of written materials (modules) designed to facilitate replication of the training models. A list of these materials (modules) arranged by content areas is presented in Table 2 on pages 24 through 30.

This listing contains identifying numbers and/or letters that can be used to identify the instructional units and modules that were produced by each of the contractors. A more detailed description of these instructional units and modules appears in Appendix B.

CONCLUSIONS

The information supplied by the agencies contracted to develop the training models indicates both projects were able to successfully accomplish the following:

- To develop, complete and refine a replicable model for training bilingual-bicultural CDA trainees,
- To train bilingual-bicultural CDA trainers who demonstrated the ability to:
  a. Train CDA candidates to demonstrate the core CDA competencies, plus those additional competencies necessary for working with Spanish-speaking children,
  b. Assess bilingual-bicultural preschool programs, and assist others to do this,
  c. Provide leadership in improving the education of Spanish-speaking preschool children, and
  d. Provide valid college credit for the CDA trainers who have undergone training.

The materials produced by the contractors clearly indicate they have developed and refined training programs which can be applied in a variety of settings to prepare trainers capable of addressing CDA training needs. The care with which the contractors have documented the procedures necessary to successfully implement the programs they developed insures the likelihood that they can be successfully replicated.

The impact on the trainees documented by the contractors indicates the projects were able to effectively train bilingual-bicultural CDA trainers, while at the same time providing credit for this training.

From the recommendations it is clear that replication will require a certain degree of administrative care. However, similar care is required in any training effort; therefore, any agency already providing teacher training should have little difficulty implementing all or portions of either of the two programs described herein.

TABLE 2

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
I - Early Childhood Education	B	1	Purpose and Scope of the Bilingual-Bicultural CDA Trainer Project
		2	Assessment of Trainee Needs
		3	Introduction to Early Childhood
		4	Introduction to Bilingual-Bicultural Education
		5	Developmental Theories and Curriculum Approaches
		6	Summary/Feedback/Assignments
	E	1	A Comprehensive Education Plan

Texas Department of Community Affairs (TDCA)

CONTENT AREA	MODULE NUMBER	UNIT TITLES
I - Child Development: CDA Basic Competencies	1	Safe and Healthy Learning Environment
	2	Physical and Intellectual Competence
	3	Building Positive Self-Concept
	4	Positive Functioning of Children and Adults
	5	Home-Centered Child-Rearing
	6	Supplementary Responsibilities
	7	Instructing the CDA Trainee
	8	CDA Credential Award System Workshop
Child Development: Child Development	1	Child Development: Development Principles and Approaches

TABLE 2, page 2

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
		2	Analyzing the Curriculum and Integrating Bilingual-Bicultural Education
		3	Learning Environment
		4	Summary/Feedback/Assignments
	G	1	An Individualized Education Program Alternative Assessment Systems Individual Plans Recordkeeping Tools
		2	First Language Acquisition and Development
		3	Summary/Feedback/Assignments

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
	2	Infancy
	3	Toddlerhood
	4	Preschool Child
Child Development: Theoretical Understanding and Development	1	Historical Perspectives and Development
	2	Early Childhood Education
Child Development: Curriculum	1	Early Childhood Curriculum
	2	Learning Processes
	3	Instructing the CDA Trainee
Child Development: Assessment Modules	1	Forming Accurate Predictive Judgments
	2	Making Instructional Decisions
	3	Reporting Evaluation Results

TABLE 2, page 3

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
II - Bilingual-Bicultural Education	B	1	Approaches and Components of Bilingual-Bicultural Education
		2	Language Skills for Teachers
		3	Spanish Lessons for Teachers
		4	Self-Concept: Family Culture
		5	Summary/Feedback/Assignments
	D	1	Mexican History (Research)
		2	Culture: Holidays and Celebrations
		3	Culture: Arts, Crafts, Music, Dance and Literature

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
	4	Instructing the CDA Trainee
II - Language	1-5	Nature of Language Development
	6	Aspects of Spanish Language Development for Trainers
Lanuage: Methodology	1	Bilingual-Bicultural Education Methodology

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
		4	Summary/Feedback/Assignments
	I	1	Second Language Acquisition
		2	Language Growth (Spanish for Teachers)
		3	Culture: Arts, Crafts, Music, Dance, Literature
		4	Summary/Feedback/Assignments
III - Training Methodology	C	1	Training Philosophy, Methodology, Assessing Training Needs and Developing Training Resources
		2	Planning, Administering and Evaluating a Training Event
		3	Summary/Feedback/Assignments

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
III - Culture Culture: Cultural Anthropology	1	Social Science and Popular "knowledge" About "Culture": Procedures, Problems, and Prospects Relevant to CDA Roles (Culture Theory Module)

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
	F	1	Using Resources (Reading and Telling Stories)
		2	Use of Audio-Visual Aids (Parent Involvement)
		3	Summary/Feedback/Assignments

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
	2	Responses to Cultural Diversity: Awareness, Respect, Acceptance, Understanding, etc.
	3	Social Science and Popular Notions About "Culture" as an Identity and Behavioral "Casualty" Factor
	4	Enculturation Through Schooling: Overt and Hidden Socialization and Re-Socialization of Ethnic Youth
	5	Social Science Perspectives on the CDA Roles of Community Ethnographer and Advocate
	6	Sociocultural Dynamics of Human Identity Integrity
Culture: Folklore	1	Folklore

TABLE 2, page 6

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
Culture: Art	1	Understanding Growth and Development
	2	The Development of Creativity
	3	The Scribbling Stage - Self-Expression (2-4 yrs)
	4	The Preschematic Stage (4-7 years)
	5	Heritage Art
	6	Instructing the CDA Trainee
Culture: Children's Literature	1	Picture Books, Illustrations and Authors in Children's Literature
	2	Children's, Chants and Games
	3	Using Literature with Young Children

BILINGUAL-BICULTURAL CDA TRAINER MATERIALS
DEVELOPED BY PILOT PROJECTS

Contracting Corporation of America (CCA)--cont'd

CONTENT AREA	MODULE LETTER	LEARNING UNIT NUMBER	UNIT TITLES
IV - Supervisory Leadership	H	1	Motivation
		2	Communications/Listening
		3	Interpersonal Relations and Working with Groups
		4	CDA Process
		5	Functions of Leaders
		6	Leadership Styles
		7	Summary/Feedback/Assignments
	J	1	Management Functions
		2	Planning
		3	Basic Concepts
		4	Performance Appraisal (Directing/Guiding)
		5	Counseling/Coaching
		6	Summary/Feedback/Assignments

Texas Department of Community Affairs (TDCA)--cont'd

CONTENT AREA	MODULE NUMBER	UNIT TITLES
IV - Leadership	1	Leadership: Supervision, Evaluation and Assessment in Early Childhood Education
Leadership: Supervisory Skills, Communication Skills, Interpersonal Skills	2	Bilingual-Bicultural Education/Leadership
	3	Bilingual-Bicultural Education/Leadership

APPENDIX A

BILINGUAL-BICULTURAL CDA TRAINING PROGRAM PRODUCTS

The four Bilingual-Bicultural Pilot Training Projects' Modules are described in this appendix as they appeared in their respective projects. The functional areas are given for each individual product to facilitate the reader's understanding of the purpose of each product. A functional area further delineates a competency area and serves to direct the focus of the competency.

METROPOLITAN STATE COLLEGE

The curriculum developed by this pilot project is divided into three phases.

I: Early Childhood Education
II: Culture
III: Integration of Early Childhood and Bilingual-Bicultural Education

These phases are further divided into the following units:

Phase I: Early Childhood Education

Bilingual-Bicultural Trainee Development	Unit I
Definition, History, and Research in ECE	Unit II
Learning Theories and Personality Development	Unit III
Unit and Lesson Plan Development	Unit IV
Observing and managing Learning Environment	Unit V
ECE Models	Unit VI
Mainstreaming and the Young Exceptional Child	Unit VII

Phase II: Culture

Mi Cultura	Unit I
Quien Soy Yo	Unit II
Mi Familia	Unit III
Mi Idioma	Unit IV
Herencia-Historia	Unit V
Mi Musica	Unit VI
Arte y Artesania	Unit VII
Mi Comida	Unit VIII
Fiesta Navidena	Unit IX

Phase III: Integration of Early Childhood and Bilingual-Bicultural Education

Consciencia de Si Mismo	Unit I
La Familia	Unit II
Nuestro Medio Ambiente	Unit III
Las Fiestas	Unit IV
El Arte del Lenguaje	Unit V
Para Los Padres	Unit VI

1. Introduction - Rationale
2. Related Bilingual-Bicultural CDA Competencies
3. Training Objectives
4. Entry and Exit-Level Assessment Background Information
5. Essential Personnel and Professional Information
6. Growth Activities
7. Activities for the Preschool Classroom
8. Review
9. Resources/Supplementary Materials and Bibliographies

Following is an outline of the content within these units along with an indication of the CDA competency(ies) and functional area(s) to which they apply.

Phase	Unit/ Chapter	Title/Content	CDA Competency	Functional Area(s)
I	I	Early Childhood Education Introduction to the Bilingual Bicultural CDA CDA Competencies Credentialling Head Start Strategy For Spanish-speaking Children Personal Development Professional Development	Not directly related to specific competencies	
I	II	Definition, History and Research In Child Growth and Development and Early Childhood Education Definition of Early Childhood Education History of Early Childhood Education in the U.S. Research in Child Growth and Development and Early Childhood Education	1,2 3,4,5	Safety, Health, Physical, Cognitive, Self-Concept Social & Group Management, Home Center Coordination
I	III	Learning Theories and Personality Development B.F. Skinner's "Behaviorist Theory" Jean Piaget's Theory of Cognitive Development Sigmund Freud's Theory of Personality and Psychological Development Erik Erickson's Theory of Personality Development	2, 3,	Cognitive, Physical Self-Concept, Individual Strength
I	IV	Unit and Lesson Plan Development	2, 3, 4	Cognitive, Physical Self-Concept, Social & Group Management

Phase	Unit/ Chapter	Title/Content	CDA Competency	Functional Area(s)
I	V	Observing and Managing: The Learning Environment, The Individual Child, and The Total Group The Teacher as Observer For Assessment: A Guideline Standards For Safe Conduct and Emergency Procedures The Safe Outdoor Environment The Individual Child Myths in General Education Myths About Bilingual-Bicultural Education -Language -Culture -Instruction The One Major Myth	1,4,5,7,8	Safety, Health, Social & Group Management Home-Center Coordination, Language, Culture
I	VI	Early Childhood Education Models The "Distar" Model (Bereiter and Engleman) The Behavior Analysis Model (Donald Bushell) Cognitively Oriented Curriculum (David Weikert) Education Development Center (David Armington) The Bank Street Model Early Education Model (Tuscon) Florida Project (Ira Gordon) Project Head Start The British Infant School Program New Nursery School (Oralie McAfee and Glenn Nimnichts) Mara Montesorri Model Demonstration and Research Center for Early Education(Susan Gray) Migrant Education Sesame Street Components of Models Examined Instructional Staff Development Parent Involvement Health Services Social Services Psychological Services Nutrition Other Items Examined Locatoin of model Source of funding Personnel associated with model	1, 4	Safety, Health Social & Group Management

Phase	Unit/ Chapter	Title/Content	CDA Competency	Functional Area(s)
I	VII	Mainstreaming and The Young, Exceptional Child Definition, history and legislation regarding educational mainstreaming An overview of handicapping corrections The continuum of services available to students Crippling feelings The effect of teacher-student interactions Advantages and disadvantages of mainstreaming Classroom planning for a child with exceptional needs	1,2,3,4,6	Safety, Health Physical, Cognitive Self-Concept Social & Group Management Staff
II		The Cultural Experience - La Experiencia Cultural	8	Culture
	I	The Culture - La Cultura		
	Chapter I	My Culture - Mi Cultura History and Culture Formal Culture and Deep Culture Culture in School Integrating a Cultural theme into bilingual-bicultural early childhood education program		
	Chapter II	Who Am I - ¿Quien Soy Yo?		
	Chapter III	My Family - Mi Familia Traditional Concepts in Child-Rearing (Rural) Spanish Family Names		
	Chapter IV	My Heritage - Mi Herencia Mexican-Americans Today Our Historical Heritage - History of Mexico & Our Southwest(U.S.) History of Spanish-Americans Mexico Yesterday & Today		
II	II	La Cultura		
	Chpater V	Arts and Crafts - Arte y Artesania My Music - Mi Musica My Food - Mi Comida A Christmas Hoiday - Una Fiesta Navideña My Language - Mi Idioma		

Phase	Unit/ Chapter	Title/Content	CDA Competency	Functional Area(s)
III		Integration of Early Childhood and Bilingual-Bicultural Education	2,3,4,7,8	Physical, Cognitive Self-Concept Social & Group Management Language Culture
	I	Self-Concept - Consciencia de Si Mismo		
	II	The Family - La Familia		
	III	Our Immediate Environment - Nuestro Medio Ambiente		
	IV	The Holidays - Las Fiestas		
	V	The Language Arts - El Arte Lenguaje		
	IV	For The Parents - Para Los Padres		

OUR LADY OF THE LAKE UNIVERSITY MODEL

Materials developed by this pilot project and field tested with trainees in San Antonio, Texas were incorporated into the following sixteen training modules:

Module I: Learning to Observe Young Children in a Bilingual-Multicultural Environment

Module II: Getting to Know and Like Myself Better

Module III: Planning Effectively for Young Children in a Bilingual-Multicultural Environment

Module IV: Creating a Bilingual-Bicultural Learning Environment for Young Children

Module V: Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment

Module VI: Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment

Module VII: Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment

Module VIII: Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment

Module IX: Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment

Module X: Setting the State for Effective Learning in a Bilingual-Multicultural Environment

Module XI: Teachers Planning and Working With Parents From a Bilingual-Multicultural Community

Module XII: Juegos - Cuentos - Cantos y Rimas

Module XIII: Artesanias Mexico-Americanas

Module XIV: Teaching Concepts to Young Children Through Cultural Cooking Experiences

Module XV: Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment

Module XVI: Helping Young Children Develop a Positive Self-Concept

Each module was developed to be used in an individual or group mode. The developer suggests that the modules be used in conjunction with academic and field-based instruction, when appropriate.

The format used to present the materials was designed to facilitate self-paced training in a competency-based mode.

Each of the 16 modules has the following seven sections in common; however, the content varies from module to module in some of these sections:

Acknowledgements: This section acknowledges the people who assisted in the development of the module. The content in this section is the same in all sixteen modules.

Preface: This section contains a brief rationale for the module. Also included is: a brief recommendation on how the modules should be used; a list of skills needed to successfully use the modules; the CDA competency(ies) the modules focuses on; an indication of where the module comes in the sequence of 16 modules and the prerequisite competencies the instructor and trainer who use the modules should have.

Pre-Test: Each module contains a pre-test designed to enable the instructor/trainer to determine the knowledge and skills of a trainee prior to using the module.

Glossary: This section contains definitions of words or phrases used in the module which may not be familiar to the trainee.

Introduction: This section provides the trainee with a brief overview of the importance of the module.

Post-Test: This section contains the same instructions contained in the pre-test mentioned above. These instructions are to be used to determine knowledge and skill improvement.

References: This section contains a list of suggested readings for the trainees and instructor/trainers.

In addition to the above sections, the modules contain more detailed information on the skill area(s) covered. Also included are: a series of Tasks the trainee is to perform rleative to each skill area; Self-checks the trainee can use to determine how successful s/he was in completing the tasks and Checklists the trainee can use to assess his/her competency(ies).

Included in some of the modules are additional checklists trainees can use to determine the developmental levels and learning styles of the children in their Head Start programs. Additional materials trainees can use in developing competencies needed for CDA certification are included in most of the modules.

Modules are interrelated. Tasks or materials in one module may be referenced in another module. Following is a list of each of the modules, an outline of their content and an indication of the CDA Competency(ies) and Functional Area(s) to which each is related.

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
I	Learning to Observe Young Children in a Bilingual-Multicultural Environment	2 3	Physical, Cognitive, Language, Creative Individual Strength

1. Definition & Explanation of Observation
2. Purposes of Observation
3. Types of Observational Records
4. Social Skills Checklist
5. Gross Motor Skills Checklist
6. Fine Motor Skills Checklist
7. Language Skills Checklist
8. Perceptual Skills Checklist
9. Cognitive Skills Checklist
10. Self-Help Skills Checklist
11. Learning Styles Checklist
12. Child Observation Form
13. Daily Record Form
14. A Case Study Form

II	Getting to Know and Like Myself Better	3	Self-Concept

1. Directions for Facilitator/Trainer to Assist the Student With the Activities of The Netsilik Eskimo Culture
2. The Netsilik Eskimo Family
3. Sex Roles In The Netsilik Eskimo Culture
4. How Netsilik Children Learn
5. Community Living of The Netsilik Eskimo
6. Cultural Inquiry Activities
7. The Raven and The Girl (Unit)
8. The Story of Nuliajirk (Unit)
9. The Woman Who Turned to Stone (Unit)
10. Lesson In Sharing (Unit)
11. Hunger (Unit)
12. Summarizing and Evaluating The Enquiry Process
13. Conclusion To The Inquiry Process
14. Value Survey Form
15. Directions For Value Survey Process
16. Introduction To Readings On Hide or Seek
17. Epidemic of Inferiority
18. Sample Discussion Questions: Epidemic of Inferiority
19. Introduction to Reading on Beauty
20. Beauty: The Gold Coin of Human Worth (Reading)

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
IV, Cont'd	1. General Appearance of The Classroom	1	Learning Environment, Safety
	2. Manipulative Equipment Center		
	3. Art Center	2	Creative
	4. Science Center	4	Group Management
	5. Books and Language Center		
	6. Music Center		
	7. Role Playing Center		
	8. Block Center		
V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment	4	Social
	1. Fundamental Principles of Social Development		
	2. Factors That Influence social Development		
	3. Importance of Good Social Adjustment		
	4. Cultural Differences in Social Development		
	5. Sequence of Social Development		
	6. Guidelines For Using the Social Skills Checklist		
	7. Social Skills Checklist		
VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment	2	Physical
	1. Importance of Social Development		
	2. Characteristics of Motor Development		
	3. Sequence of Motor Development		
	4. Guidelines For Using The Motor Skills Checklist		
VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment	2	Language
	1. Developmental Principles of Language Development		
	2. Importance of Language Development		
	3. Characteristics of Language Development		
	4. Factors That Influence Development		
	5. Language and The Language Minority Child		
	6. Second Language Learning		
	7. Sequence of First Language Development		
	8. Guidelines For Using the Language Skills Checklist		

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
II, Cont'd	21. Sample Discussion Questions: "Beauty" 22. Beauty and The Adolescent 23. Sample Discussion Questions: Beauty and The Adolescent 24. Beauty and The Adult 25. Sample Discussion Questions: Beauty and The Adult 26. Beauty and The Elderly 27. Sample Discussion Questions: Beauty and the Elderly 28. Intelligence 29. Intelligence: The Silver Coin of Human Worth 30. Other Components of Self-Esteem 31. Sample Discussion Questions: The Silver Coin of Human Worth 32. Conclusion of Readings From Hide or Seek 33. Directions For Answering Items on The Self-Concept Inventory 34. Self-Concept Inventory	3	Self-Concept
III	Planning Effectively For Young Children in a Bilingual-Multicultural Environment 1. Lesson Plan Form 2. Lesson Plan Checklist 3. Conditions Necessary For Learning 4. Benefits of Good Planning 5. Goals of Early Education 6. Translating Goals Into Learning Experiences 7. Social Skills Checklist 8. Gross Motor Skills Checklist 9. Fine Motor Skills Checklist 10. Language Skills Checklist 11. Perceptual Skills Checklist 12. Cognitive Skills Checklist 13. Self-Help Skills Checklist 14. Model Lesson Plan 15. Lesson Plan Checklist	2 3 4	Physical, Cognitive Language, Creative Self-Concept, Individual Strength Social & Group Management
IV	Creating a Bilingual-Bicultural Learning Environment For Young Children	1 2 4	Learning Environment Safety Creative Group Management

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment 1. Perceptual Development 2. Important Perceptual Skills 3. Cognitive Processes and Concepts 4. Factors That Influence Cognitive Development 5. Strategies For Enhancing Cognition 6. Sequence of Cognitive Development 7. Guidelines For Using The Cognitive Skills Checklist.	2	Cognitive
IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment 1. Principles of Self-Help Development 2. Importance of Self-Help Skills 3. Factors To Consider In Developing Self-Help Skills 4. Changes Teachers Can Make In The Classroom Environment To Aid The Development of Self-Help Skills 5. Guidelines For Developing Self-Help Skills 6. Sequence of Self-Help Development 7. Guidelines For Using The Self-Help Skills Checklist	3	Individual Strengths
X	Setting the Stage For Effective Learning in a Bilingual-Multicultural Environment 1. Providing A Supportive Environment 2. Setting up Classroom Rules 3. Using Teaching Techniques Which Minimize Disruptive Behavior 4. Specifying and Rewarding Desirable Behavior 5. Stopping Misbehavior Appropriately	1 4	Learning Environment Safety Group Management
XI	Teachers Planning and Working With Parents From A Bilingual-Multicultural Community 1. Understanding Parent-child Relationship 2. Understanding The Need For Parent Education and Parent Involvement 3. Working with Parents 4. Resource Information For Parents	1 2	Health Home-Center

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
XII	Juegos - Cuentos - Cantos y Rimas	2	Language
	1. Cuentos 2. Juegos 3. Cantos Y Rimas		
XIII	Artesanias Mexico-Americanas	2	Creativity
	1. Empapelado 2. Decoracion Con Estambre 3. Pinturas de Agua 4. Decoracion Con Trenzado de Estambre 6. Calado en Papel de China		
XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences	1 2	Safety Cognitive
	1. Benefits of Providing Classroom Cooking Experiences 2. Material and Equipment Needed For Classroom Cooking Experiences 3. Safety Rules For Classroom Cooking Experiences 4. Planning and Presenting Classroom Cooking Experiences 5. Recipes for Classroom Cooking Experiences 6. Techniques and Activities For Expanding Classroom Cooking Experiences 7. Suggested Readings		
XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment	6	Staff
	1. Communicating Effectively 2. Refining Responsibilities 3. Keeping Records 4. Utilizing Resources 5. Understanding Evaluation 6. Growing Professionally		
XVI	Helping Young Children Develop a Positive Self-Concept	2	Self-Concept
	1. The Role of The Home In The Development of Self-Concept		

Module	Title/Content	CDA Competency(ies)	Functional Area(s)
XVI, Cont'd	2. Teacher Attitudes and Expectations as They Relate to The Development of Self-Concept	2	Self-Concept
	3. The Effects of Conflicting Cultural Values on The Development of Self-Concept		
	4. The Role of The School Environment In The Development of Self-Concept		
	5. Techniques and Strategies For Selection and Presentation of Activities That Enhance The Development of A Positive Self-Concept		

TEXAS A&I UNIVERSITY

The curriculum materials developed in this pilot effort are incorporated into seven (7) books.

The first book contains introductory information about the training program. Each remaining book contains training material related to one of the six (6) CDA competencies arranged as training modules. These modules correspond to the thirteen (13) functional areas associated with the competencies. Bilingual-bicultural training needs are incorporated into each module, when appropriate.

Contents of each module include the following:

Objectives: A set of behavioral objectives which describe what the trainee is expected to demonstrate after completion of the module.

Pre-Assessment: A pre-assessment instrument for use by the trainee to determine his/her own knowledge of the material covered in the module.

Learning Experiences and Activities: Activities the trainee is to complete.

The activities are arranged according to five levels of cognitive skill development as outlined in Bloom's Taxonomy. The five levels are:

- identification
- diagnosis,
- prescription,
- implementation, and
- assessment

The activities are also arranged so that a trainee can, if s/he does not successfully complete an activity, cover the same material using another approach. Each activity has three cycles the trainer can use to complete an activity.

Post-Assessment: A questionnaire for the trainee to use to assess his/her mastery of the modules.

Following is a brief overview of the seven books and the modules within each.

INTRODUCTION

The books were designed to be used by trainers. Contents include the following:

1. Overview of the Curriculum model
   -rationale,
   -description of curricula,
2. Trainer's Guide, and
3. Curricula Table of Contents

BOOKS A THROUGH E

The content within each of the modules in these books and CDA competency(ies) and functional areas to which the content is related follows.

Book	Module	Title/Content	CDA Competency	Functional Area
A		Setting Up and Maintaining A Safe and Healthy Learning Environment	1	
	1	Indoor Safety -room arrangement -materials and equipment, -supervision, -training Outdoor Safety -equipment, -traffic patterns		Safety
	2	Practicing Preventive Health -identify health problems -eyes -ears -nose/throat -skin -identifying childhood diseases Emergencies and First Aid -school first aid -first aid kit -health topics for school year		Health
	3	Materials and Acquisition -outdoor materials Outdoor Furniture/Equipment -space -planning outdoor centers		Outdoor Environment

Book	Module	Title/Content	CDA Competency	Functional Area
A Cont'd	4	Planning environment for children Interest centers Materials to be gathered and purchased Arrangement of furniture/equipment -work space and -traffic patterns		Indoor Environment
B		Advancing Physical and Intellectual Competence in Young Children	2	
	5	Gross Motor Skills Fine Motor Skills Perceptual Motor Skills Materials and Ideas Art Activities		Motor Development
	6	Classroom Identification -diagnosis of handicapped children -case referrals The Teacher and The Child With Special Needs -working with handicapped children -planning the classroom		Handicapped
	7	Culture and Cognitive Styles Cultural Democracy Mexican-American Communities Mexican-American Values -identification with family -personalization of inter-personal relationships -status and role definition Educational Implications of Mexican American Values		Cultural Values & Cognitive Styles
	8	What is Cognitive Style? Two kinds of cognitive styles -field independent -field dependent Determining a Child's Cognitive Style Observing Growth in the Unfamiliar Cognitive Style		Cognitive Styles
	9	Teacher cognitive style and teaching style Comparing field dependent and field independent teaching strategies		Teaching Strategies

Book	Module	Title/Content	CDA Competency	Functional Area
B Cont'd		-personal behaviors -instructional behaviors -curriculum related behaviors		
		Characteristics of curriculum -choosing materials -arranging the classroom		
	10	Oral language development in the first language -sequence of language development -determining language dominance		Language Skills
		Oral language techniques for developing the first language -structured language activities -unstructured language activities		
		Auditory Perception -auditory awareness activities		
	11	Common language characteristics of the Mexican-American -pattern skills -structured lessons -unstructured lessons		English As A Second Language
		Suggested curriculum -sample lesson -center activities		
	12	Creative activity in preschool classroom -traditional -non-traditional		Creativity
		Variety of materials -deficiency in home -importance of selecting materials		
		Role of the teacher -observer/planner -participant		
		A creative teacher		
C		Building Positive Self-Concept and Individual Strength in Young Children	3	
	13	Enhancing the self-concept and individual strength of young children		Self-Concept

Book	Module	Title/Content	CDA Competency	Functional Area
C, Cont'd		Socialization Culture Maslow's theory of human motivation Assessment of children Meeting children's needs -accepting children -the self-accepting person		
	14	What is individual strength? -acceptance of self -acceptance of others -responsible for our actions Promoting development of individual strengths -the environment -consistency		Individual Strengths
D		Promoting Positive Functioning of Children and Adults in a Group Environment	4	
	15	Developing attitudes -grouping -cultural consideration Development of attitudes and values -teacher attitudes and values -children attitudes and values		Social Environment
	16	Classroom organization -classroom arrangement -adults in classroom Establishing a routine -schedules -transitions Behavior modification -positive reinforcement -negative reinforcement		Group Management
E		Coordinating Home and Center Child-Rearing Practices and Expectations	5	
	17	Establishing parental involvement -home visits -school functions -modes of communication		Home-Center Coordination

Book	Module	Title/Content	CDA Competency	Functional Area
E Cont'd		Utilizing the parent -parents as resource persons -parent school volunteers		
		Parent education -parent training sessions -role-playing by parents -sample lessons		
F		Carrying Out Supplementary Responsibilities Related to The Children's Programs		
	18	Qualities for a teacher -formal education -staff training -children's records -staff meetings -conferences, seminars and workshops		Staff

RUTGERS UNIVERSITY TRAINING MODEL

Materials field tested in this pilot project effort included the following fourteen (14) modules or information packages:

Module I: Site Selection
Module II: Candidate Selection
Module III: The Trainer Role in the CDA Programs
Module IV: Academic Training
Module V: CDA Self-Assessment
Module VI: Introduction to CDA Philosophy and Methods: An Overview
Module VII: CDA Competency I: Maintaining a Safe and Healthy Environment
Module VIII: CDA Competency II: Advancing Physical Self-Concept and Individual Strength
Module IX: CDA Competency III: Building Positive Self-Concept and Individual Strength
Module X: CDA Competency IV: Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment
Module XI: CDA Competency V: Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectation
Module XII: CDA Competency VII: Comprehending and Communicating with Children and Adults in Spanish and English
Module XIII: CDA Competency VIII: Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities.
Module XIV: Field Director's Guide.

These modules were condensed into the following seven (7) volumes, for reasons which will be made apparent:

VOLUME I: OVERVIEW

This volume contains information associated with Modules I through IV. Most of the information is administrative in nature. Included are references to the following: where the pilot program was conducted, how the program was planned, and an outline of the procedures used to recruit, select and train CDA candidates.

The volume is designed for use by administrators who are interested in an overview of the training model.

VOLUMES II THROUGH VI: COMPETENCY LEARNING MODULES

These volumes contain learning modules each of which contains activities, exercises and materials for use by trainees and training staff to plan and carry out training associated with the CDA competencies.

Learning modules in Volumes II and III are divided into the following sections:

Training Objectives
Phase 1: Initiation of Training
Phase 2: CDA Assessment
Phase 3: CDA Training
Phase 4: Recycling
Review and Evaluation

Modules in Volumes IV through VI include all but the section on Recycling (Phase 4).

Following is an outline of the content within each of these units along with an indication of the CDA competency(ies) and functional area(s) to which they apply.

Module(s)	Volume	Title/Content	CDA Competency(ies)	Functional Area(s)
I-IV	I,	Overview 1. Where the program was conducted. 2. How the program was conducted. 3. Outline of the procedures to recruit, select and train candidates.	None	None

Module(s)	Volume	Title/Content	CDA Competency	Functional Area(s)
VII	II,	Competency Learning Modules Objectives Phase 1: Initiation of Training Phase 2: CDA Assessment Phase 3: Training Phase 4: Recycling Review and Evaluation	1	Learning Environment, Safety, Health
VIII	III,	Competency Learning Modules Same phases as Volume II	2	Cognitive, Physical
IX,X,IX	IV,	Competency Learning Modules Same phases as Volumes II & III with the exception of Phase 4: Recycling	3 4 5	Individual Strengths, Self-Concept Group Management, Social Environment Home-Center Coordinati
XII	V,	Competency Learning Modules The organization of this volume is identical to that of the preceding volume (Vol. IV).	7	Cognitive, Language, Creative, Cultural
XIII	VI,	Competency Learning Modules The organization of this module is identical to that of the preceding sections.	8	Cognitive, Cultural, Language, Creative
XIV	VII,	Field Director's Guide Introduction Field Director's Manual Review and Evaluation	None	None

APPENDIX B

BILINGUAL-BICULTURAL CDA TRAINER PROGRAM PRODUCTS

Descriptive charts of the two Bilingual-Bicultural Trainer Programs' modules follow. These include module titles and pertinent information on each module. The charts are arranged to better reflect the actual products of the respective programs.

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
A - Early Childhood Education	#1 - Purpose and Scope of Bilingual-Bicultural CDA Trainer Project	4	Lecture - large group Task - individual	Structured/Flexible
	#2 - Assessment of Training Needs	5	None	Structured/Flexible
	#3 - Introduction to Early Childhood Education and Training	4	Discussion - large group Tasks - teams	Structured/Flexible
	#4 - Introduction to Bilingual-Bicultural Education	4	Lecture/Discussion - large group Discussion - small group	Structured/Flexible
	#5 - Developmental Theories and Curriculum Approaches	3	Lecture - large group Discussion - small group Tasks - individual Reporting/ Synthesis - large group	Structured/Flexible
	#6 - Summary/Feedback/ Assignments	2	Deliberation-large group Preparation -individual Reports -individual	Structured/Flexible

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
B - Bilingual-Bicultural Education	#1 - Approaches and Components of Bilingual-Bicultural Education	4	Introduction-large group Task -small group Reporting/ Discussion -large group Task -small group Reporting/ Discussion -large group Task -small group Reporting/ Discussion -large group	Structured/Flexible
	#2 - Lanuage Skills for Teachers	3	Introduction to Language Development- -large group Discussion -small group Task -teams Day Care Center Classroom -field work	Structured/Flexible
	#3 - Spanish Lessons	3	Lecture/Discussion - large group Buzz Session/Task - teams	Structured/Flexible
	#4 - Self Concept: Family Culture	3	Task-individual/sm. group Lecture -large group Presentations-varied Film/Discuss -large group	Structured/Flexible
	#5 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment -individual	Structured/Flexible

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
C - Training Methodology	#1 - Training Philosophy, Methodology, Assessing Training Needs and Developing Resources	4	Lecture - large group Discussion - small group	Structured/Flexible
	#2 - Planning, Administering and Evaluating a Training Event	3	Planning Training-teams Delivering Training-varied Feedback - large group Evaluating - teams	Structured/Flexible
	#3 - Summary/Feedback Assignments	3	Deliberation-large group Assignment -individual	Structured/Flexible
D - Bilingual-Bicultural Education	#1 - Mexican History	2	Field Work - individual Task-team (small group) Presentations/ Feedback -large group (varied)	Structured/Flexible
	#2 - Culture: Holidays and Celebrations	3	Lecture - total group Design/Delivering - varied	Structured/Flexible

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
E - Early Childhood Education	#1 - A Comprehensive Education Plan	4	Lecture -large group Task -small group Reporting/ Discussion-large group Task -small group/ repeat	Structured/Flexible
	#2 - Analyzing the Curriculum and Integrating Bilingual-Bicultural Education	2	Introduction-large group Task -diads Discussion -large group Lecture -large group Task -traids/ large group Demonstration-traids/ large group Discussion/ Lecture -large group	Structured/Flexible
	#3 - Learning Environment	2	Lecture -large group Task -small group Reporting/ Discussion -large group Work Session-small group/ team Task -small group Discussion -large group	Structured/Flexible
	#4 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment -individual	Structured/Flexible

65

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
F - Training Methodology	#1 - Using Resources (Reading and Telling Stories)	4	Field trip - total group Designing/Delivery of Training - varied	Structured/Flexible
	#2 - Use of Audio-Visual Aids (Parent Involvement)	5	Field Experience - total group Discussion - small group Presentations - varied	Structured/Flexible
	#3 - Summary/Feedback/ Assignments	3	Deliberation-large group Assignment - individual	Structured/Flexible
G - Early Childhood Education	#1 - An individualized Education Program -Alternative Assessment Systems -Individual plans -Recordkeeping tools	5	Lecture/Task/Panel/ Reporting	Structured/Flexible
	#2 - First Language Acquisition and Development	2	Group task - large group Presentations - varied	Structured/Flexible
	#3 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment - individual	Structured/Flexible

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
H - Supervision/ Leadership	#1 - Motivation	2	Lecture/Discussion - large group Film - large group Discussion - small group Discussion - large group	Structured/Flexible
	#2 - Communications/ Listening	3	Presentation-large group Discussion -small group Role Play with Feedback - triads	Structured/Flexible
	#3 - Interpersonal Relations/Working with Groups	3	One large group - If over 30 subdivide	Structured/Flexible
	#4 - CDA Process	4	Instruction-large group Simulation-team Discussion -small group	Structured/Flexible
	#5 - Functions of Leaders	3	Lecture - large group Task - individual Task/ Discussion-individual and large group (mini-training sessions and feedback)	Structured/Flexible
	#6 - Leadership Styles	2	Film - large group Task - small group Reporting - large group Task - individual Discussion-small group Discussion-large group	Structured/Flexible

CCA MODULES

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
H - Supervision/ Leadership (cont'd)	#7 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment - individual	Structured/Flexible
I - Bilingual-Bicultural Education	#1 - Second Language Acquisition	4	Lecture - large group Tasks - teams Planning - small group	Structured/Flexible
	#2 - Language Growth (Spanish for Teachers)	2	Lecture - large group Task - small group	Structured/Flexible
	#3 - Culture: Art, Crafts, Music, Dance, Literature	3	Lecture - large group Varied - five teams	Structured/Flexible
	#4 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment-individual	Structured/Flexible
J - Supervision/ Leadership	#1 - Management Functions	2	Lecture - large group Task - individual Discussion - small group Discussion - large group Task - individual Lecture - large group	Structured/Flexible
	#2 - Planning	2	Lecture - large group Task - small group Discussion - large group	Structured/Flexible

MODULE LETTER AND TITLE	LEARNING UNIT NUMBER AND TITLE	OBJECTIVES	FORMAT/GROUP SIZE	PROCEDURES FOR IMPLEMENTATION
J - Supervision/ Leadership (cont'd)	#3 - Basic Concepts of Organizing	3	Lecture - large group Task - individual Discussion-small group Discussion-small group Lecture and Discussion-large group	Structured/Flexible
	#4 - Performance Appraisal (Directing/ Guiding	2	Lecture - large group Discussion-small group Discussion-large group Lecture - large group Task - large group Role Play/ Feedback - diads and large group Lecture - large group	Structured/Flexible
	#5 - Counseling/Coaching	2	Lecture - large group Task - diads Discussion - large group Task - diad Presentations-large group Task - small group Discussion - large group	Structured/Flexible
	#6 - Summary/Feedback/ Assignments	2	Deliberation-large group Assignment - individual	Structured/Flexible

TDCA/ECDD/SEU MODULES

CDA Basic Competencies

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#1 - Safe and Healthy Environment	To identify purposes for providing safe and healthy learning environments that foster individual learning.	7	7	Written reports of the activities completed as assigned.
#2 - Physical and Intellectual Competence	To identify experiences that will advance the physical and intellectual growth of each child and to develop sensitivity to the feelings of children.	5	6	Written reports on completed activities.
#3 - Building Positive Self-Concept	To explain how self-concept develops and presents ways to foster positive self-concept in children.	3	3	Not Used
#4 - Positive Functioning of Children and Adults	To help meet a modeling need of adults and expressive needs of children.	7	10	Completed written reports of activities.
#5 - Home-Centered Child-Rearing	To enable the CDA Counselor in trianing to help parents see that the importance of encouraging parent/child dialogue, showing affection, and playing with their children tends to foster a positive self-concept which leads to better relationships between parent and child.	6	7	Submitted items called for in the activities.

TDCA/ECDD/SEU MODULES

CDA Basic Competencies, Cont'd

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student is Expected To Complete	Evaluation
#6 - Supplementary Responsibilities	To understand that the child center teacher along with the director and staff have a responsibility to carry out the overall management of the children's centers.	6	5	Submitted activity items to the course instructor. Completed written report of activity assignment.
#7 - Instructing the CDA Trainee	To understand that accumulation of knowledge is of little importance unless that knowledge is skillfully anlyzed, applied and eventually evaluated.	2	2	Submitted items called for in the activities to course instructor.
#8 - CDA Credential Award System Workshop	To assist teacher/caregivers of young children to acquire competencies and to prepare them to apply for a national credential which will attest to their competence.	8	11	Not Used

TDCA/ECDD/SEU MODULES

Child Development Component

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student is Expected to Complete	Evaluation
# 1 - Development Principles and Approaches	To develop awareness of basic developmental principles important to understanding of human growth. To become familiar with a variety of theoretical approaches which have been employed in study of psychological development. To reinforce knowledge of scientific method.	3	4	Completed assignment Post-test at end of course.
#2 - Infancy	To provide background in infant development in order to increase understanding of some of the normal stages the preschool child has experienced and to better understand the child.	5	Not Used	Completed assignment and class discussion. Possibly post-test.
#3 - Toddlerhood	To review the developmental sequences of the child between 15 months and 21 years of age and to develop familiarity with concepts relative to the age of toddlerhood in order to increase awareness of the preschool child's experiential background.	4	2	Completed assignment and class discussion. Possibly post-test.

Child Development Component, Cont'd

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#4 - Preschool Child	To review the fact that during preschool years the child will experience continuous physical growth and developmental changes due primarily to genetic make-up which is influenced by environment.	4	5	Completed assignment. Possibly post-test.
Intellectual Development	To encourage increased awareness of continuous development of the intellectual competencies of the preschool child and to suggest means of providing positive response to that growth.	7	5	Not Used
Emotional Development	To realize that knowledge of development of emotions and their effects on personal growth and social adjustment is important for working with others.	10	5	Not Used

TDCA ECDD SEU MODULES

Child Development Component, Cont'd

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
Social Development	To explore the meaning of social competency for the preschool child and the importance of the environment in its development.	10	5	Reported on field experience. Post-test possible.
Moral Development	To develop awareness of the place and importance of moral development in the life of the preschool child.	5	5	Reported on field experience. Possible post-test.

TDCA/ECDD/SEU MODULES

Curriculum Development

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#1 - Early Childhood Curriculum	To identify ways in which the teacher may work with each child on a personal and individual basis.	7	12	Not Used
#2 - Learning Process	To review learning processes which have universal application and provide framework from which to build specific group and individual instructional procedures.	25	5	Not Used
#3 - Instructing the CDA Trainee	To understand that accumulation of knowledge is of little importance unless that knowledge is skillfylly analyzed, applied and eventually evaluated.	2	2	Not Used
Assessment #1- Forming Accurate Predictive Judgements	To help trainees become aware of the steps to be taken when they form judgements and develop skills of OBSERVATION.	2	2	Submitted items to the course instructor.
Assessment #2- Making Instructional Decisions	To assist trainees in developing decision-making skills.	5	5	Submitted items to the course instructor.

Curriculum Development, Cont'd

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student is Expected to Complete	Evaluation
Assessment #3-Reporting Evaluation Results	To provide trainees with information to be used in developing quality evaluation plans.	4	4	Submitted items to the course instructor.
Assessment #4-Instructing the CDA Trainee	To provide information to improve training skills of trainees.	2	2	Not Used

TDCA/ECDD/SEU MODULES

Theoretical Understanding and Knowledge

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected to Complete	Evaluation
#1 - Historical Perspectives and Development	To identify the historical development of Early Childhood Education and to become aware of the philosophical variations for the evolution of Early Childhood Education.	2	2	Submitted items to the course instructor.
#2 - Early Childhood Education	To identify the relationship between the social, emotional, cultural, and educational emphases inherent in a well-planned early childhood center.	6	6	Submitted items to the course instructor.

TDCA/ECDD/SEU MODULES

Cultural Foundations

Modules No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#1 - Social Science and Popular "Knowledge" about "Culture": Procedures, Problems, and Prospects Relevant to CDA Roles(Culture Theory Module)	To explore culture acquisition.	1	1	Not Used
#2 - Responses to Cultural Diversity: Awareness, Respect, Acceptance,Understanding, etc.	To explore cultural diversity among those served by your institution.	1	2	Prepared, reviewed their own ideas about cultural diversity within ethnic sectors.
#3 - Social Science and Popular Notions About "Culture" as an Identity and Behavioral "Causality" Factor	To explore concepts of culture and the power of culture in human existence.	3	5	Not Used

TDCA/ECDD/SEU MODULES

Cultural Foundations, Cont'd

Modules No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#4 - Enculturation Through Schooling: Overt and Hidden Socialization and Re-socialization of Ethnic Youth	To identify and describe the "schooled ethnicity" in the center.	1	2	Not Used
#5 - Social Science Perspectives on the CDA Roles of Community Ethnographer and Advocate	To explore the CDA roles of community ethnographer and advocate.	1	3	Not Used
#6 - Sociocultural Dynamics of Human Identity Integrity	To explore the concepts of identity integrity and personal identity in social contexts.	1	3	Not Used
#1 - Folklore	None Specified	3	4	Completed Instructional Unit Satisfactorily
#2	None Specified	4	5	Completed Instructional Unit Satisfactorily

73

Cultural Foundations, Cont'd

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student is Expected to Complete	Evaluation
#1 - Understanding Growth and Development	To aid teachers in understanding and evaluating changes in a child's growth and development as seen in the child's art.	3	3	Submitted items to the course instructor.
#2 - The Development of Creativity	To aid in the development of creativity.	4	4	Submitted items to the course instructor.
#3 - The Scribbling Stage (2-4 yrs.)	To aid teachers in the use of art as a bridge between the child and his/her environment, and in seeing that the first years of a child's life are probably the most important for development.	3	4	Submitted items to the course instructor.
#4 - The Preschematic State (4-7 yrs.)	To enable the teacher to see the importance of the preschematic stage of development of the child.	3	2	Submitted items to the course instructor.
#5 - Heritage Art	To aid the teacher in directing the child to an appreciation of his/her (the child's) own culture through art mediums indigenous to his/her ancestral country.	2	4	Submitted items to the course instructor.

TDCA/ECDD/SEU MODULES

Cultural Foundations, Cont'd

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#6 - Instructing the CDA Trainee	To aid the trainer in knowledge analyzation, application and evaluation.	2	2	Submitted items to the course instructor.
#1 - Picture Books, Illustration and Authors — Children's Literature	CDA participant will identify need for the use of criteria for the selection of good children's books for preschool children.	3	3	Completed Instructional Unit Satisfactorily.
#2 - Children's Chants and Games	CDA participants will identify the variety of Spanish oral literature for preschool children.	4	5	Completed Instructional Unit Satisfactorily.
#3 - Using Literature with Young Children	CDA participants will identify imaginative ways for using literature with preschool children.	3	6	Completed Instructional Unit Satisfactorily.

75

TDCA/ECDD/SEU MODULES

Spanish Language Proficiency

Module No. and Title	Purpose	No. of Objectives Student is Expected To Complete	No. of Learning Activities Student is Expected To Complete	Evaluation
#1 - Nature of Language Development and Language Assessment	To aid the CDA Training Counselor in acquiring competency in language assessment.	5	7	Not Used
#2	To aid the CDA Training Counselor in understanding the nature of language acquisition and communicative competence.	4	7	Completed Instructional Unit Satisfactorily.
#3	To aid the CDA Training Counselor in understanding the nature of language acquisition in both first and second languages and the role of parents in language development of the child.	6	7	Completed Instructional Unit Satisfactorily.
#4	To aid the CDA Training Counselor in understanding the nature of the bilingualism and of certain socio-cultural factors that influence the language behavior of the child.	5	8	Completed Instructional Unit Satisfactorily.

TDCA/ECDD/SEU MODULES

Spanish Language Proficiency, Cont'd

Module No. and Title	Purpose	No. of Objective Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#5	To familiarize the CDA Training Counselor with criteria for the determination of the appropriateness of varying assessmethods and techniques as well as particular instruments that can be used with pre-school children.	5	7	Completed Instructional Unit Satisfactorily.
#6	To teach the CDA Training Counselor how to administer assessment instruments, interpret their data, and prepare profiles of the characteristics of language behavior of each child.	7	4	Completed Instructional Unit Satisfactorily.
#1 - Aspects of Spanish Language Development for Trainers	To prepare trainees to be able to produce written materials in Spanish which will meet professional expectations with respect to spelling and use of written accent.	9	4	Not Used
#2	To acquaint the student with the concepts of geographic and social variation in language; to acquaint the student with characteristics of Southwestern Spanish.	2	4	Completed Instructional Unit Satisfactorily.

TDCA/ECDD/SEU MODULES

Spanish Language Proficiency, Cont'd

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#3	To have the trainee examine his attitudes toward the variety of Spanish spoken by children and personnel in his center, and to consider the educational and emotional consequences of a strict prescriptivist attitude toward the home dialect of young children.	3	2	Completed Instructional Unit Satisfactorily.
#1- Bilingual-Bicultural Methodology	To prepare paraprofessionals in the proper teaching techniques most adequately suited for Mexican-American preschool children.	4	4	Completed Instructional Unit Satisfactorily.

73

TDCA/ECDD/SEU MODULES

Leadership

Module No. and Title	Purpose	No. of Objectives Student Is Expected To Complete	No. of Learning Activities Student Is Expected To Complete	Evaluation
#1 - Leadership: Supervision, Evaluation and Assessment in Early Childhood Education	To delineate the role of the effective leader into a model usable by a CDA counselor trainer for working with CDA candidates, consoritum, and community advisors.	7	8	Conferred with Instructor.
#2 - Bilingual-Bicultural Education/ Leadership	To aid the trainer in formulating his/her own rationale for bilingual-bicultural education.	5	4	Completed Instructional Unit Satisfactorily.
#3 -Bilingual-Bicultural Education	To aid the trainer in the development of an understanding of the educational history of the minority groups represented in the classroom.	4	3	Completed Instructional Unit Satisfactorily.
#4 -Bilingual-Bicultural Education	To present a supportive rationale for preschool bilingual education based on Child Development Theory, Psychological Theory and Learning Theory.	6	4	Completed Instructional Unit Satisfactorily.